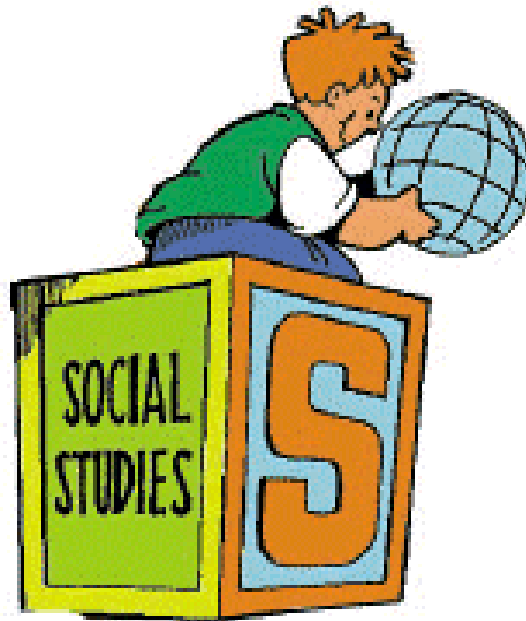


STAR

(Standards That Are Reported)

SOCIAL STUDIES/ HISTORY STANDARDS

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Social Studies STAR Standards

Standards That Are Reported (STAR) – *beginning in 2006-07 report locally for social studies*

In order to reduce the amount of time and effort needed to assess and report social studies standards, a subset of social studies standards have been designated as STAR Standards for grade levels 2-4, 5-8, and 9-12. It is expected that all social studies standards will be taught, assessed, and reported at the local level. However only those standards identified as STAR Standards will be reported to the Nebraska Department of Education. In order to assist school districts with K-12 articulation STAR Standards were also designated for grade levels K-1. Please note that K-1 standards are not required to be reported at the state level.

Clarification on Social Studies 5th Grade STAR Standards

Social Studies/History standards designated as STAR Standards for 5th grade were identified from the 5-8 Social Studies/History Standards. While the standards are the same at both grade 5 and grade 8, it is expected that the social studies content would be taught and assessed at a level appropriate for each grade level. Districts are expected to assess and report social studies STAR Standards at the 5th and 8th grade level. Example indicators provide insight into the depth of knowledge and level of sophistication of the social studies content and skills that students are expected to master at the 5th and 8th grade levels.

First Grade Social Studies Standards for K-12 alignment purposes only

These standards represent the first grade benchmarks that are aligned to the STAR social studies standards. Districts have the option to report first grade standards at the local level. Reporting at state level for first grade is not required.

First Grade Social Studies Standards for STAR Alignment

United States History, Geography, Civics/Government, Economics

By the end of first grade . . .

- 1.1 Students will demonstrate an understanding that history relates to events and people of other times and places.**

Example Indicators:

- Use calendars and timelines to show sequence and change.
- Identify past events and people in legends, historical fiction, and biographies, e.g., Johnny Appleseed, Betsy Ross, etc.
- Describe the people and events honored in commemorative holidays.
- Compare school and community life in America in different places and times.
- Recognize that people, places, and things change over time.

- 1.4 Students will recognize that climate, location, and physical surroundings affect the lives of people.**

Example Indicators:

- Discuss how the environment influences their food, clothing, shelter, transportation, and recreation.
- Recognize that Nebraska's seasons vary from other places in the United States and the world.

- 1.6 Students will identify basic economic concepts.**

Example Indicators:

- Recognize the difference between basic needs and wants, e.g. food, clothing, shelter, and affection.
- Explain differences between buyers and sellers/goods and services.

1.8 Students will recognize good citizenship and its importance.

Example Indicators:

- Explain why it is important to show respect for self, family, and others, e.g., taking care of his/her own things and respecting what belongs to others.
- Identify examples of honesty, courage, patriotism, and other admirable character traits seen in American history.
- Identify how choices and actions affect themselves and others, e.g., making class rules, participating in classroom chores.
- Identify community groups of which students are members, e.g., family, school, church, girl/boy scouts, and classroom.
- Participate in classroom elections.
- Name the President or other elected leaders

Fourth Grade Social Studies STAR Standards

United States History, Nebraska History, Geography, Civics/Government, Economics

By the end of fourth grade . . .

4.6 Students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Example Indicators:

- Identify and describe the past and present contributions of Native Americans, Hispanic Americans, African Americans, European Americans, and Asian Americans.
- Identify members of Nebraska's Hall of Fame.
- Identify accomplishments of prominent Nebraskans, e.g., Black Elk, Malcolm X, and Evelyn Sharp.
- Identify groups that have impacted Nebraska's history, e.g., buffalo soldiers, cowboys, and sodbusters and immigrant settlers.
- Identify symbols associated with Nebraska, e.g., the flag, tree, and bird.

4.8 Students will describe characteristics of a market economic system and the interactions of consumers and producers.

Example Indicators:

- Describe the concepts of scarcity, choice, and the use of limited natural, capital, and human resources in an economic system.
- Explain the specialization and interdependence of producers and consumers involved in producing goods and services.
- Demonstrate how markets and prices help consumers buy and producers supply products and services in an economic system.
- Identify how changing modes of transportation and communication by entrepreneurs have changed the economic system of the United States and Nebraska.
- Explain the purpose of taxes and their use and collection in an economic system.

4.11 Students will use maps and globes to acquire information about people, places, and environments.

Example Indicators:

- Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.
- Sketch maps to illustrate places described in narratives, e.g., neighborhoods, rooms, routes, regions, states, countries, and continents.
- Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska.
- Illustrate how Nebraska communities differ in physical features, e.g., land use, population density, architecture, services, and transportation.
- Construct physical maps and three-dimensional models that include the essential map elements, political areas, and the geographic regions of Nebraska and the United States, e. g., Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.
- Explain the directional flow of rivers.

4.13 Students will describe the process of making laws, carrying out laws, and determining if laws have been violated.

Example Indicators:

- Describe the constitutional rights and responsibilities of being a citizen.
- Explain the role of citizenship in the promotion of laws.
- Describe the election process.
- Identify the consequences of violating the law.
- Identify local, county, and state representatives.
- Explain the process of contacting a representative.

**Proposed Nebraska Social Studies/History Standards
for
Fifth Grade STAR Standards
(Standards That Are Reported)**

The following Standards represent the Fifth Grade Benchmarks for Nebraska STAR Social Studies/History Standards.

5.1 United States History

5.1.1 By the end of fifth grade, students will demonstrate skills for historical analysis.

Example Indicators:

- Sequence interrelated ideas, events, people, and places.
- Identify and interpret primary and secondary sources to make generalizations about events and life.
- Distinguish fact from fiction by examining a variety of sources from different points of view.
- Explain the historical perspectives of diverse cultural and ethnic groups.

5.3 Civics/Government and Economy

5.3.1 By the end of fifth grade, students will explain the structure and operation of the United States economy and the role of citizens as producers and consumers.

Example Indicators:

- Describe the role of producers and consumers in a market economy.
- Describe the function of money, savings, and credit.
- Explain the impact of human, capital, and natural resources on the economy.

5.3.2 By the end of fifth grade, students will summarize the rights and responsibilities of United States citizens.

Example Indicators:

- Describe how people participate in the political process.
- Identify and address community issues.
- Identify how choices and actions affect the roles of citizens.

5.4 Geography

5.4.1 By the end of fifth grade, students will improve their skills in historical research and geographical analysis.

Example Indicators:

- Use maps and globes to inform knowledge.
- Examine location, place, region, environment, and movement.
- Identify and interpret primary and secondary sources.

Eighth Grade Social Studies STAR Standards

United States History, World History, Nebraska History, Geography, Civics/Government, Economics

By the end of eighth grade . . .

8.3.6 Students will compare the United States economic system to systems in other countries.

Example Indicators:

- Describe the government's role in the United States economy, e.g., provision of public goods and services, protection of consumer rights, and the promotion of competition.
- Describe the impact of government policies, on individuals and businesses, taxation, and government borrowing
- Explain how the government addresses third-party costs and benefits, e.g., pollution and medical research.
- Explain the differences between traditional command and market economics.
- Analyze the costs and benefits of instituting different degrees of market, command, and traditional characteristics in mixed economic systems.

8.3.7 Students will summarize the rights and responsibilities of United States citizens.

Example Indicators:

- Describe ways individuals participate in the political process, e.g., registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.
- Identify the way individuals of cultural, ethnic, and other interest groups can influence governments.
- Describe the election process and appointment of officials.
- Describe the impact of the media on public opinion and policy.
- Compare the election process at the local, state, and national levels of government, e.g., nomination and promotion of candidates for elective office similarities and differences between the major political parties; voter turnout; evaluate the accuracy of campaign advertising; and recognize bias and identify how media reports, analysis, and editorials are different.

8.4.2 Students will demonstrate skills for historical analysis.

Example Indicators:

- Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, e.g., television, movies, and computer information systems to better understand events and life in United States history to 1877.
- Identify characters, settings, and events from narratives of Nebraska, America, and world history.
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
- Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.
- Identify, analyze, and interpret primary sources, e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, e.g., landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states, which entered the Union after 1877.

8.4.6 Students will improve their skills in historical research and geographical analysis.

Example Indicators:

- Identify analyze, and interpret primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.
- Identify, analyze, and interpret global population distribution in the Middle Ages.
- Identify and compare contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.
- Identify and compare the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

Twelfth Grade Social Studies STAR Standards

United States History, World History, Geography, Civics/Government, Economics

By the end of twelfth grade ...

12.1.13 Students will develop skills for historical analysis.

Example Indicators:

- Analyze documents, records, and data, e.g., artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.
- Evaluate the authenticity, authority, and credibility of sources.
- Formulate historical questions and defend findings based on inquiry and interpretation.
- Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.
- Communicate findings orally, in brief analytical essays, and in a comprehensive paper.

12.2.11 Students will demonstrate historical research and geographical skills.

Example Indicators:

- Identify, analyze, and interpret primary and secondary sources and artifacts.
- Validate sources as to their authenticity, authority, credibility, and possible bias.
- Construct various time lines of key events, periods, and personalities since the 11th century.
- Identify and analyze major shifts in national political boundaries in Europe since 1815.
- Identify the distribution of major religious cultures in the contemporary world.
- Apply geography to interpret the past by using maps of time, place events to put together the shifts in boundaries and culture/religious groups through time.

12.3.9 Students will explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

Example Indicators:

- Participate in debates, discussions, and readings by analyzing public issues, communicating with candidates, and evaluating performance of public officials and candidates.

12.3.13 Students will examine the basic economic indicators and fundamentals of international trade.

Example Indicators:

- Define Gross Domestic Product
- Define Consumer Price Index, employment statistics, and other measure of economic conditions.
- Explain comparative and absolute advantage.
- Discuss exchange rates.
- Explain international trade policies, and the United States relationship to the global economy.

12.4.3 Students will compare and contrast the distribution, growth rates, and characteristics of human population, e.g., settlement patterns and the location of natural and human resources.

Example Indicators:

- Analyze past and present migration trends.
- Analyze the social, economic, political, and environmental factors that influence cultural interaction.
- Analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

12.4.4 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

12.4.6 Students will analyze the forces of conflict and cooperation.

Example Indicators:

- Explain the way in which the world is divided among independent and dependent countries.
- Describe disputes over borders, resources, and settlement areas.
- Describe the historic and future ability of nations to survive and prosper.
- Explain the role of multinational organizations.

12.4.7 Students will apply geography to interpret the past, understand the present, and plan the future.

Example Indicators:

- Explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.
- Relate current events to the physical and human characteristics of places and regions.